



2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

Texas Education Agency

NOGA ID

Application stamp-in date and time

Three copies of the application are required to be submitted. One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement. All three copies must be received no later than the above-listed application due date and time at this address:

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Grant Information

Grant Period 04/13/2018 to 06/30/2019

Program Authority P.L. 114-95, ESSA, Title II, Part A

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

Applicant Information

Name Eagle Mountain-Saginaw ISD CDN or Vendor ID 220918 ESC # 11 Campus # DUNS # 081076648

Address 1200 Old Decatur Rd City Saginaw ZIP 76179 Phone 817.232.0880

Primary Contact Linda Parker, Ed.D., Deputy Superintendent Email LParker@ems-isd.net

Secondary Contact Dana Barnes, Ed.D., Ex. Director of Ed. Services Email DBarnes@ems-isd.net

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title Linda Parker, Deputy Supt.

Signature

Linda Parker

Date 3/8/18

Grant Writer Name Linda Parker, Deputy Supt.

Signature

Linda Parker

Date 3/8/18

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

701-18-105-049

RFA # 701-18-105 SAS # 276-18

2018-2019 Principal Preparation Grant Program

Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
- ☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Fast Growth District	With our fast-growth status and need for additional administrators, we have partnered with Texas Christian University to help in development of administrators through the TCU Fellows Program. In this program, selected applicants enter a two-year Master's program for Educational Administration.
Instructional Support	Based on state accountability data, our district has a need for increased support of tier 1 instructional support. Our participants in the TCU Fellows Program receive intense, focused support and development of instructional best practices. During the internship, this continues through practice and support.
Prepare additional leaders of color for Eagle Mountain-Saginaw Schools	The TCU Fellows program has a strong theme of equity, access, and culturally responsive practice built into the two-year curriculum. Courses such as Data Use for Educational Leaders, Engaging Community and Culturally Responsive Practice, and Action Research focus heavily issues of diversity, although strands are woven into each course. In Fellows cohorts I-V, there are over 60% leaders/future leaders of color and more than 25% of the Fellows are fluent in languages other than English. The TCU program is ideal to help produce leaders who reflect the changing demographics in our district.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Within a three-year period, EMS ISD will develop a total of four future administrators trained and certified who have developed a strong understanding of best instructional practices and leadership skills with a focus on the District's pillars of education in rigor, relevance and engagement.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

1. First year participants will develop an understanding of the various leadership skills, knowledge, and traits needed for success at the campus as evidenced by participation in the TCU courses and in the EMS ISD work in rigor, relevance, and engagement in lesson development.
2. Participants in year two (the internship year) will display an understanding of the administrator's role in instructional leadership exhibiting understanding of rigor, relevance, and engagement evidenced by providing a two-hour training for new teachers to the District
3. Students will achieve a graduate school GPA of 3.5 or better on the first 6 hours of coursework.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

1. Students will achieve a score of *good* or *outstanding* on the TCU Tier One Midpoint Assessment targeting the first 15 hours of coursework. Students are required to provide field-based, course-related artifacts at the assessment time/date. On the scheduled assessment date, the student completes the oral portion of the examination, which takes the form of a presentation before a professor panel. Participants are reminded that the general purpose of these artifacts and presentation are to give the student the opportunity to demonstrate exceptional oral and written communication skills in a way that links reflective practice with coursework and Texas Principal Leadership standards. Students receive both written and oral feedback from the panel. Outcomes are communicated to district partners.
2. By the end of the second-quarter benchmark, each second-year participant will provide evidence of documented walk-throughs of teacher classroom visits, providing feedback and instruction on the observed implementation and use of the Fundamental Five elements.
3. Students will achieve a graduate school GPA of 3.0 or better on 12 hours of coursework.

Third-Quarter Benchmark:

1. Students will achieve a graduate school GPA of 3.0 or better on 18 hours of coursework.
2. As a function of established partnership with TCU, Principal Fellows serve a full-time, yearlong, paid principal practicum in their sponsoring district during their second year of study. Students are assigned to specific campuses with intention and purpose, enabling them to be mentored by veteran principals in schools with large numbers of students of color, English language learners, and students living in poverty. Full time TCU faculty members who are former principals and hold principal certification serve as university supervisors for each intern. Moreover, interns participate in a series of Saturday Seminars across the two-semester, yearlong experience. In order to become familiar with all levels of schooling, cohort members shadow one another during the internship year (elementary to secondary and secondary to elementary) to see leadership at other school levels.
3. First year participants will show evidence of the data analysis process in a PLC with a summary explanation of the impact of the Continuous Improvement tool of PDSA [Plan, Do, Study, Act] on student achievement.
4. Second year participants will submit data and a summarization exhibiting their work with a minimum of one department or grade level in the EMS ISD district work of Student Learning Objective development to support the teacher growth model.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The evaluation data will give specific areas of success as well as areas to target for further development. The expectation is that participants in the program develop a core understanding of the instructional leadership components of the administrative role in EMS ISD and are able to lead the instructional work at a campus as their work individually or in groups with teachers. When the evaluation data shows areas of need, additional instruction will be added. Reteaching through individual instruction and/or modeling as well as mentor support will serve as stronger development of leaders. Additionally, the program at the District level will offer professional training through paid consultants and Central Office experts in areas of our core work such as Continuous Improvement, PLC work, rigor/relevance/engagement and Fundamental Five.

A log (Excel template) describing the nature of each task, the location of the activity, and the time spent engaged in the activity, documents the student's work and time over the course of the academic year by Texas Principal standard. Artifacts (agendas, meeting minutes, lists, conference notes, etc.) are kept separately and reviewed by the supervisor during on-site visits. Interns and university supervisors regularly communicate through reflective journal entries via TCU's learning management system to discuss critical incidents. An e-folio demonstrating the student's leadership knowledge, skills, experiences and potential across the entire Educational Leadership program is reviewed by faculty prior to the end of program completion. University supervisors begin with an on-site orientation for site mentors and interns followed by additional on-site visits with formative oral and written feedback across the academic year. A collaborative, three-way summative review of the entire experience is conducted at the close the internship. This allows for modifications to the program in a timely, effective practice.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Our current challenge in EMS ISD is attaining high performance on state accountability scores. Various factors are impacting this work. Thus, our core components of the work in instructional leadership will be focused on learning and tier one instructional strategies that are implemented with fidelity and reviewed through the PLC process. This work is aligned with the District Improvement Plan [DIP] to improve state accountability scores by 5% within a two year period. With a focused program targeted to develop strong, knowledgeable instructional leaders, tier one instruction will improve.

Based on an analysis of STAAR data from 2017, EMS ISD students were not performing at levels of expected performance. It was determined that a need to address classroom instruction is key to improved performance. The participants in the leadership development program supported by this grant will be provided opportunities to gain a foundation of understanding of the best practices and then utilize the school setting for practical application of these practices, all completed under the direct supervision of the campus principal and district leadership.

Additionally, the work will include the following experiences and outcomes:

Internship Planning: A formal internship proposal is an integral part of the experience and based upon goals and objectives, leadership skills, areas to strengthen, and standards of practice. This individual plan is developed in collaboration with the site mentor and is intended to give the student sheltered experiences required to become successful. The proposal describes student background and career goals and is organized in relation to professional standards with a general outline of additional activities and an approximate timeline.

Outcomes: Purposeful, targeted outcomes for the internship are achieved through a series of field assignments/projects aligned with standards that include demonstrating knowledge, skills, vision setting, and application of concepts related to: Comprehensive campus leadership and instructional supervision; critical ancillary services (e.g., transportation, child nutrition, health, building operations); academic services and special populations/programs; school safety, crisis intervention, disciplinary matters; effective written and oral communication; human resources issues; comprehensive guidance and counseling programs; library-media services; policy and operations rules and manuals; and budgeting, funding and expenditures.

Record Keeping, Monitoring/Evaluation: A log (Excel template) describing the nature of each task, the location of the activity and the time spent engaged in the activity, documents the student's work and time over the course of the academic year by Texas Principal standard. Artifacts (agendas, meeting minutes, lists, conference notes, etc.) are kept separately and reviewed by the supervisor during on-site visits. Interns and university supervisors regularly communicate through reflective journal entries via TCU's learning management system to discuss critical incidents. An e-portfolio demonstrating the student's leadership knowledge, skills, experiences and potential across the entire Educational Leadership program is reviewed by faculty prior to the end of program completion. University supervisors begin with an on-site orientation for site mentors and interns followed by additional on-site visits with formative oral and written feedback across the academic year. A collaborative, three-way summative review of the entire experience is conducted at the close the internship.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

The process for recruitment and selection includes application, recommendation from the campus principal and a multi-step interview process at both the District and university level. Working with the leaders of the EMS ISD Aspiring Leadership Institute, applicants are recruited. These applicants already show a propensity of leadership and express a desire to lead campuses as administrators. In the Institute, they have already been provided a variety of experiences for leadership development that lay the first layer to the development of campus leader. The experiences include reading a variety of articles and books on leadership, exploration of leadership philosophies and styles. They also are able to engage with leaders and learn from their experiences as they journey through the pathway of leadership.

Selection of the applicants who are already in the TCU Fellows Program occurred in the Spring of 2017. The diversity of the district is witnessed in these participants. We have three participants, two of which are female and one is male. The ethnicity is Caucasian, Asian, and African-American. They all have a growth mindset. One participant is leading the development of her third program in a school. She has experience in seeing a need, developing a vision to address the need, and then implementation of the plan gaining commitment from partners and fellow employees. She currently is coordinating an at-risk program that supports our most needy children who are in the general education population at a highly diversified high school with a low-economic population of approximately 47%. The other two participants both teach science at different high schools. Both serve in various leadership roles outside of the classroom, including Instructional Coaches and extracurricular sponsors. They have developed interest and increased growth in their programs through their relational approach to students.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

Texas Christian University

See attachments.

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

The program requirements include the following:

Attending required classes per TCU

Professional Development provided by the District

TPESS Evaluation Metrics

Feedback Sessions with Growth Focus provided by the mentor administrator a minimum of every two weeks

Feedback Session with Ed. Services Ex. Director of Elementary or Secondary four times a year

Instructional feedback protocols are evidenced through feedback sessions and journal logs used by the IHE.

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities

☒ to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. Salary Support Per Resident 4 X \$10,000 (3 in year 2018-2019 & 1 in 2019-2020)	\$40,000
2. Stipend for Mentor Principal 4 X \$1,000	4,000
3. Substitute Costs	1,000
4. Travel Expenses	4,000
5. Principal Prep Summer Institute Expenses	2500
6. Resources: Textbooks, Books, etc.	500
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Total grant award requested \$52,000

TCU Fellows Program Plan of Study

Masters in Educational Leadership Courses Primary Course Objectives/Themes	
Tier 1 courses	
Leadership: Theory and Practice (EDLE 60013)	
<ol style="list-style-type: none"> 1. Understand the major leadership theories, models, and approaches 2. Ethics and equity in resource decisions and distribution 3. Ethics and equity in personnel assignments, interactions, and decisions 4. Organizational theory and practice: Moving from research to design and implementation 5. Leadership and relationships; Task vs. People 6. Understanding the critical role of your organization in the community and community in the organization 7. Your personal platform/belief about leadership 	
Research in Education (EDUC 70953)	
<ol style="list-style-type: none"> 1. Delineate the ways in which “evidence” is currently generated, disseminated, and accepted by scholars and school leaders. 2. Understand the importance of the protection of human subjects in any research, evaluation, or inquiry-oriented endeavor 3. Formulate strong questions to guide inquiry to improve practice 4. Select appropriate data collection and analysis tools that fit the tasks and challenges of a particular inquiry cycle 5. Design an appropriate research proposal (including timelines, tools and techniques for data collection, data analysis) in a manner that adheres to human subject protections and protocols 6. Create an original research brief in the style of a literature review over a particular topic of importance. 7. Work with a team in collaborative and constructive manner toward end goals, and provide team members with direct, forthright, and constructive feedback at established checkpoints 8. Produce informative, actionable outputs/products for decision-making 9. Critically examine research models and engage in critique of the research 10. Produce professional quality presentations (oral and written materials included) to share results of inquiry and recommended next steps with clients. 	
Engaging Community and Culturally Responsive Practice (EDLE 60033)	
<ol style="list-style-type: none"> 1. Extend students’ knowledge base of culturally responsive practice and special instructional programs by understanding how integrated comprehensive services and social justice leadership practices support all learners 2. Explore the relationships between a campus community and the students and special programs that the campus serves 3. Identify political economic structures that influence public education—specifically as those structures relate to race, gender, class, and other aspects of diversity 4. Understand the interconnectedness of how public policies (including housing, social welfare, and education policy) shape cities and communities, educational institutions, and the lives and opportunities of students and families 5. Develop your personal ideology and approach to leadership given this understanding of the 	

social and cultural contexts of schools

Instructional Leadership A: Curriculum, Instruction, and Assessment (EDLE 60043)

1. Develop broad understanding of the curriculum process from a leadership perspective.
2. Develop skill and knowledge in the actual design and construction of curriculum, as well as the selection of instructional models and methods for delivering the curriculum.
3. Develop an up-to-date understanding of the philosophical, psychological and neurological basis for knowledge and learning.
4. Develop sufficient knowledge and skill to be able to create and modify curriculum that meets instructional goals and addresses the learning needs of students

Instructional Leadership B: Supervision (EDLE 60053)

The learner will demonstrate knowledge, skills, and application of concepts related to:

1. adult and teacher development; adult learning
2. instructional best practice
3. supervisory behavior and the clinical supervision cycle
4. peer mentoring and teacher leadership
5. observation skills/tools and conferencing
6. appraisal systems
7. direct assistance to teachers
8. professional development
9. change process
10. hiring personnel for capacity and quality
11. culturally responsive practices
12. using technologies for supervisory practice

Tier 2 courses

Seminar: Trends in Teaching, Learning, and Leadership (EDLE 60023): Seminar in Applied Inquiry

1. Work successfully in collaborative inquiry teams.
2. Organize and strategize to successfully complete an inquiry task.
3. Achieve effective and equitable division of tasks and labor.
4. Create a workable and achievable timeline.
5. Deliver to ISDs, and TCU instructor/s, and other interested individuals a literature review and set of data collection tools on a focused, pre-determined area.
6. Deliver an effective oral group presentation using multimedia tools to district officials, course instructor/s, and other interested individuals.

Law and Ethics (EDLE 60063)

1. Develop skills for researching legal issues related to the public schools.
2. Read and comprehend federal and state court cases.
3. Analyze and discuss legal concepts related to the public schools.
4. Apply legal concepts to the public school setting.
5. Critically analyze public school activities for compliance with public school laws.
6. Discuss the system of public school governance and its relation to the levels of courts.
7. Demonstrate knowledge of students' and teachers' rights guaranteed by the Constitution.

Seminar: Trends in Teaching, Learning, and Leadership (EDLE 60023): Contemporary Issues in School Leadership (NOTE: These topics change over time as needed)

1. Systems in Education and Organizations
2. Ethical Leadership

3. Instructional Role of the Library Media Specialist and Library Media Program
4. Planning for Effective Meeting Facilitation
5. School Funding: Historical, State and District Issues

Data Use for Educational Leaders (EDLE 60083)

1. Students will gain confidence in using data to conduct campus-based program evaluations to assess the effectiveness of programs that affect students and teachers at the campus level.
2. Students will be able to lead those they supervise in building data literacy and in building capacity for using a range of data to inform classroom practice and campus decision-making.
3. Students will gain skill in using a variety of data to direct their own actions and professional learning as practicing administrators.
4. Students will gain skill in leading teachers and students to engage in the use of data to drive their own learning.
5. Students will explore the relationship between building a trusting, non-threatening culture of inquiry and the effective use of data.
6. Students will learn key elements of building a trusting culture that enables robust data use at multiple levels (e.g., with students, in a classroom, among teams of teachers, and across a campus)
7. Students will engage in the use of data and evaluation techniques to inform campus planning, in terms of state-required "Site-Based Planning" structures.
8. Students will create data-informed plans of action for problems in their respective contexts.

Action Research (EDUC 60043)

1. Explain how action research is uniquely defined and distinguished from other forms of research; ideal for the educational context
2. Design an action research proposal
3. Carry out components of an action research cycle including preliminary data collection, reviewing the literature, planning for action, evaluating the action/outcomes
4. Write and present an actual action research proposal using a school-based, authentic problem of practice

Tier 3 courses

Principal Practicum A (fall)/B (spring) (EDLE 60093)

The learner will demonstrate knowledge, skills, and application of concepts related to:

- Critical ancillary services (e.g., transportation, child nutrition, health, building operations)
- Academic services and programs (e.g., gifted education, bilingual education, ESL services for English language learners, student support services, compensatory education supports, special education and special needs service)
- Comprehensive guidance and counseling programs
- School safety, crisis intervention, disciplinary matters
- Library-Media programs and services
- Campus administrative leadership and practice
- Effective written and oral communication
- Human Resources issues
- Policy and operations rules and manuals
- Budgeting, funding and expenditures
- All Texas Principal Standards and Professional Standards for Educational Leaders

Sample Required Reading

(does not include myriad peer-reviewed journal articles or chapters posted on TCU Online)

Allison, J., & Gediman, D. (eds.) (2006) *This I believe: The personal philosophies of remarkable men and women*. New York: Holt. (In paperback)

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

Eggen, P. D., & Kauchak, D. P. (2012). *Strategies and models for teachers: Teaching content and thinking skills*. Boston: Pearson. Chicago

Glickman, C., Gordon, S., & Ross-Gordon, J. (2017) *Supervision and instructional leadership: A developmental approach (10th ed.)*. Boston: Allyn & Bacon.

Hendricks, C. (2017). *Improving schools through action research: A reflective practice approach (4th ed.)*. Boston: Pearson.

Kemerer, F., Walsh, J., & Maniotis, L. (2014). *The Educator's Guide to Texas School Law (8th Ed.)*. Austin, Texas: University of Texas Press.

Kemerer, F. & Crain, J. (2016). *Texas Documentation Handbook: Appraisal, Nonrenewal, Termination (6th Ed.)*. Texas School Administrators' Legal Digest.

Lipton, L. & Wellman, B. (2012). *Got data? Now what? Creating and leading cultures of Inquiry*. Bloomington, IN: SolutionTree.

McGhee, M. W., & Jansen, B. A. (2010). *The principal's guide to a powerful library media program: A library for the 21st century (2nd ed.)*. Santa Barbara: ABC-Clío.

Mertler, C.A. (2016). *Introduction to educational research*. Thousand Oaks, CA: SAGE.

Northouse, P. G. (2015). *Leadership: Theory and practice (7th ed.)*. Los Angeles: Sage.

Rallis, S.F. & Rossman, G.B. (2012). *The Research Journey: Introduction to Inquiry*. New York: Guilford.

Skrla, L., McKenzie, K. B., & Scheurich, J. J. (2009). *Using equity audits to create equitable and excellent schools*. Thousand Oaks, CA: Corwin Press and the National Association of Secondary School Principals.

Senge, P. (2006). *The fifth discipline: The art & practice of the learning organization (Rev)*. New York: Doubleday/Currency.

Theoharis, G., & Brooks, J. S. (2012). *What every principal needs to know to create equitable and excellent schools*. New York: Teachers College Press.

Theoharis, G. (2009). *The school leaders our children deserve*. New York: Teachers College Press.

Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Zemelman, S., Daniels, H., & Hyde, A. (2012). *Best practice: Bringing standards to life in America's classrooms (4th ed.)*. Portsmouth: Heinemann.

Zepeda, S. (2017). *Instructional supervision: Applying tools and concepts (4th ed.)*. Larchmont, NY: Eye on Education.

Document Analysis

Report Date: 3/7/2018 1:53:47 PM

Title: EMS ISD T-PESS Self-Assessment Rubric

Documents: 80

Staff Members: 60

Average Score: 0

Standard 1 - Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.

Group Score: NA

	Total	Percentage
1a. The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.		
Distinguished	1	1%
Accomplished	7	9%
Proficient	27	34%
Developing	10	12%
Not Demonstrated / Needs Improvement		
1b. The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.		
Distinguished		
Accomplished	8	10%
Proficient	26	32%
Developing	11	14%
Not Demonstrated / Needs Improvement		
1c. The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.		
Distinguished	1	1%
Accomplished	3	4%
Proficient	27	34%
Developing	13	16%
Not Demonstrated / Needs Improvement		
1d. The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.		
Distinguished		
Accomplished	7	9%
Proficient	28	35%
Developing	8	10%
Not Demonstrated / Needs Improvement		

Standard 1 Evidence

Group Score: NA

Question	Total	Percentage
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Comments

Group Score: NA

Question	Total	Percentage
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Standard 2 - Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Group Score: NA

	Total	Percentage
2a. The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.		
Distinguished		
Accomplished	8	10%
Proficient	31	39%
Developing	6	8%
Not Demonstrated / Needs Improvement		
2b. The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities.		
Distinguished	1	1%
Accomplished	9	11%
Proficient	25	31%
Developing	10	12%
Not Demonstrated / Needs Improvement		
2c. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.		
Distinguished	1	1%
Accomplished	10	12%
Proficient	24	30%
Developing	10	12%
Not Demonstrated / Needs Improvement		
2d. The principal provides clear expectations or performance and conducts rigorous evaluations of all staff using multiple data sources.		
Distinguished	1	1%
Accomplished	8	10%
Proficient	28	35%
Developing	7	9%
Not Demonstrated / Needs Improvement		

Standard 2 Evidence

Group Score: NA

Question	Total	Percentage
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Comments

Group Score: NA

Question	Total	Percentage
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Standard 3 - Executive Leadership: The principal models personal responsibility and a relentless focus on improving student outcomes.

Group Score: NA

	Total	Percentage
3a. The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.		
Distinguished	1	1%
Accomplished	13	16%
Proficient	24	30%
Developing	7	9%
Not Demonstrated / Needs Improvement		
3b. The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, changes practice in ways that improve student outcomes.		
Distinguished	1	1%
Accomplished	13	16%
Proficient	25	31%
Developing	6	8%
Not Demonstrated / Needs Improvement		
3c. The principal communicates with all audiences and develops productive relationships.		
Distinguished	1	1%
Accomplished	11	14%
Proficient	25	31%
Developing	8	10%
Not Demonstrated / Needs Improvement		
3d. The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.		
Distinguished	1	1%
Accomplished	13	16%
Proficient	24	30%
Developing	5	6%
Not Demonstrated / Needs Improvement		

Standard 3 Evidence

Group Score: NA

Question	Total	Percentage
Comments		

Group Score: NA

Question	Total	Percentage
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Standard 4 - School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Group Score: NA

	Total	Percentage
4a. The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.		
Distinguished	1	1%
Accomplished	13	16%
Proficient	25	31%
Developing	5	6%
Not Demonstrated / Needs Improvement		
4b. The principal establishes, reinforces and monitors clear expectations for adult, staff and student conduct, including social and emotional supports.		
Distinguished	1	1%
Accomplished	10	12%
Proficient	29	36%
Developing	4	5%
Not Demonstrated / Needs Improvement		
4c. The principal purposefully engages families and community members in meaningful student learning experiences.		
Distinguished		
Accomplished	5	6%
Proficient	28	35%
Developing	11	14%
Not Demonstrated / Needs Improvement		
4d. The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.		
Distinguished	1	1%
Accomplished	11	14%
Proficient	28	35%
Developing	4	5%
Not Demonstrated / Needs Improvement		
4e. The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.		
Distinguished	1	1%
Accomplished	11	14%
Proficient	27	34%
Developing	5	6%
Not Demonstrated / Needs Improvement		

Standard 4 Evidence

Group Score: NA

Question	Total	Percentage
Comments		
<i>Group Score: NA</i>		
Question	Total	Percentage

Standard 5 - Strategic Operations: The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction.

Group Score: NA

	Total	Percentage
5a. Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.		
Distinguished		
Accomplished	8	10%
Proficient	24	30%
Developing	12	15%
Not Demonstrated / Needs Improvement		
5b. Maximized Learning Time - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development.		
Distinguished	2	2%
Accomplished	8	10%
Proficient	23	29%
Developing	11	14%
Not Demonstrated / Needs Improvement		
5c. Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.		
Distinguished	2	2%
Accomplished	6	8%
Proficient	23	29%
Developing	13	16%
Not Demonstrated / Needs Improvement		
5d. Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocate for the needs of district students and staff.		
Distinguished	1	1%
Accomplished	8	10%
Proficient	23	29%
Developing	11	14%
Not Demonstrated / Needs Improvement		

Standard 5 Evidence

Group Score: NA

Question	Total	Percentage
Comments		
<i>Group Score: NA</i>		
Question	Total	Percentage

Document Analysis

Report Date: 3/7/2018 1:58:41 PM

Title: EMS ISD T-PSSS Principal Professional Development Plan

Documents: 88

Staff Members: 61

Average Score: 0

Group Score: NA

Question	Total	Percentage
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Beginning-of-Year: Goal Setting

Group Score: NA

Question	Total	Percentage
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Mid-year: Progress toward Goal Attainment

Group Score: NA

Question	Total	Percentage
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End-of-Year: Goal Attainment

Group Score: NA

Question	Total	Percentage
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Level 1 Supervisor Competencies

Supervisor Competency 1: Trust, Respect, Rapport, Relationships

This supervisor competency includes the ability to create an environment that is safe, supportive, and reflective of mutual Trust, Respect, Rapport and Relationships.

Core Competency Self-Analysis: As a supervisor, I show genuine concern; demonstrate respect; am in check with my non-verbal behaviors; maintain trust and am trustworthy; and provide support for and champion new behaviors and actions, including risk-taking and the fear of failure.

Supervisor Competency 2: Active Listening

This supervisor competency involves making a conscious effort to hear not only the words that another person is saying, but, more importantly, understanding the complete message being sent—spoken and unspoken.

Core Competency Self-Analysis: As a supervisor, I set aside distracting thoughts to focus on the speaker; suspend judgment; attend to the speaker's agenda; distinguish between the words, intonation, and body language; and organize what is being said, as I listen.

Supervisor Competency 3: Paraphrasing and Summarizing

This supervisor competency includes the ability to clarify and gain insight about the emotion and meaning behind what was stated and rephrase it back to the speaker.

Core Competency Self-Analysis: As a supervisor, I listen and attend fully, capture the essence of the message, understand the types of paraphrasing and when to use them, address emotions, and paraphrase/summarize to clarify before asking questions.

Supervisor Competency 4: Powerful Questions

This supervisor competency focuses on how the supervisor crafts and asks questions that facilitate thinking, reflection, and action.

Core Competency Self-Analysis: As a supervisor, I apply the characteristics of powerful questions, am intentional about the types of cognition that questions elicit, am purposeful about when and how to ask questions, and ask questions that focus on refining practices at higher levels.

Supervisor Competency 5: Reframing and Shifting

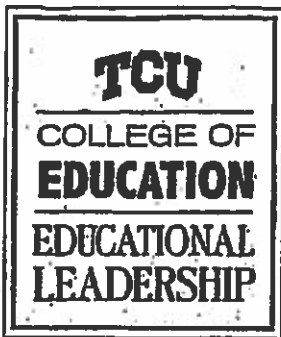
This supervisor competency includes the ability to reframe a situation to help others see things differently, and as a result, arrive at more empowering and productive conclusions.

Core Competency Self-Analysis: As a supervisor, I help others see things differently, reframe and shift current thinking, offer and invite varied ways to consider problems and challenges, seek new possibilities, and find solutions to challenges.

Supervisor Competency 6: Actions and Outcomes

This supervisor competency involves coaching and supporting others in taking actions that lead to realizing goals and outcomes.

Core Competency Self-Analysis: As a supervisor, I assist in defining and designing actions; engage others in exploring ideas and solutions; confront and embrace shortfalls; support others' self-discipline and accountability for outcomes and results; and celebrate successes and growth.



Educational Leadership Certification Programs

Principal Certification Site Visit Report

Student Name: _____

Faculty Observer: _____

Observation Date: _____

Start/End Time: _____

Texas Principal Standards	Observed/Notes
<p>Standard 1. Instructional Leadership. The leader is responsible for ensuring every student receives high-quality instruction.</p>	
<p>Standard 2. Human Capital. The leader is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.</p>	
<p>Standard 3. Executive Leadership. The leader is responsible for modeling a consistent focus and personal responsibility for improving student outcomes.</p>	
<p>Standard 4. School Culture. The leader is responsible for establishing and implementing a shared vision and culture of high expectations for all students.</p>	
<p>Standard 5. Strategic Operations. The leader is responsible for implementing systems that align with the school's vision and improve the quality of instruction.</p>	

Site Visit Notes/Reminders

Faculty Supervisor

Date

Practicum Student

Date

Site Supervisor

Date